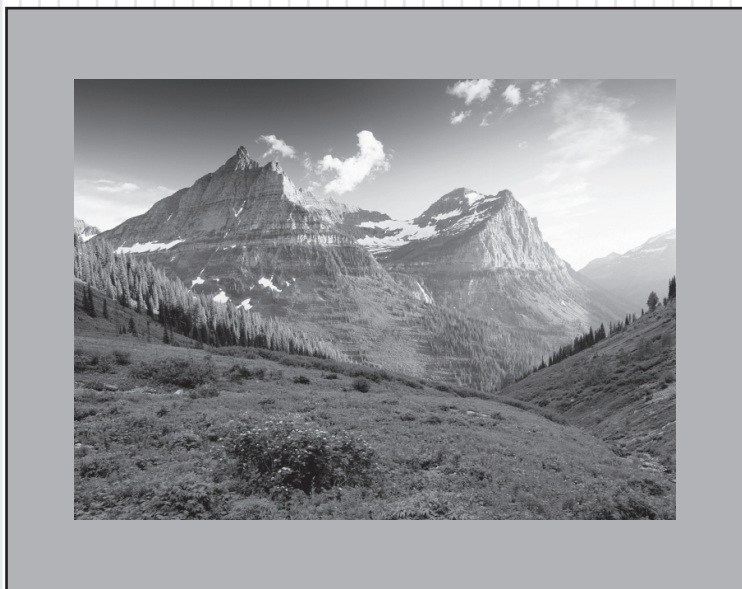


*Montana*  
*Comprehensive Assessment*  
*System (MontCAS, Phase 2)*  
*Criterion-Referenced Test (CRT)*

COMMON CONSTRUCTED-RESPONSE ITEM RELEASE  
READING, GRADE 3

2007



OFFICE OF PUBLIC INSTRUCTION

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# Reading

## Session 1

*Read this passage to find out what it would have been like to live with the Northwest Indians. Then answer the questions that follow.*

### **... If You Lived with the Indians of the Northwest Coast**

*by Anne Kamma*

#### **Introduction**

The Indians who lived along the Northwest Coast were quite different from other Indians of North America. If you look at the map, you can see why this was so. A long range of mountains cuts off the coast from the rest of the land. These mountains are so high and so wild, there was almost no place to get across them. So it was very hard for the coastal Indians to get together and share their ideas with Indians living farther east.

But all the coastal Indians were very much alike, even when they lived hundreds of miles  
**2** apart. That is because they traveled up and down their great “highway,” the Pacific Ocean, to visit and trade with one another.

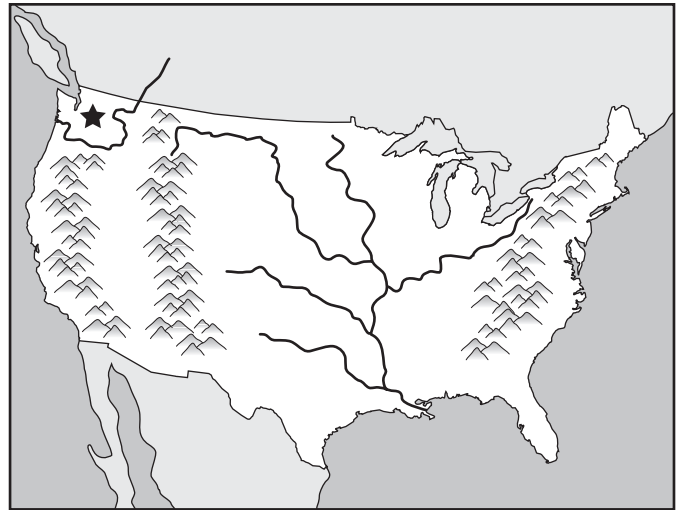
The ocean and the forests gave the people more than they needed. That is why they were the richest of all the Indians living in North America.

This passage takes you back hundreds of years to a time before the white settlers arrived. It tells you what it was like to grow up with the Northwest Indians in a village by the sea.

#### **What did girls have to learn?**

You’d learn how to handle a canoe. That’s how everyone got around, because there weren’t any roads. The women of the Northwest Coast were great canoeists. And, of course, you’d learn how to swim.

#### **Where the Northwest Indians Lived**



★ = Northwest Indians

Mostly you learned to take care of the home, like your mother did. In the summer, women and girls dried and smoked huge quantities of fish and made all the fish oil. They also went on canoe trips to gather berries and shellfish.

Baskets had to be woven so tightly that they could be used for carrying water—you’d learn how to do that, too.

Women wove all the blankets and the cedar bark clothing. A special Chilkat blanket took a woman six months to make, and when it was finished, her father or husband paid her for  
**8** weaving it. She wouldn’t be paid in money, though, because the coastal Indians didn’t have money like we do today. Instead, she’d be given something valuable, like a fur robe or shell jewelry.

### What did boys have to learn?

All boys learned to be fishermen like their fathers. The Northwest Coast Indians were some of the world's greatest fishermen.

Boys also learned how to cut down a giant cedar tree by setting a small fire at the base of the tree and then chipping away at the burned part. And they learned how to carve masks and make bowls and cooking boxes out of wood.

11 You'd have to learn how to paddle a sixty-foot canoe through storms and ocean currents, too, so that one day you could go on trading expeditions and war raids.

But you might also have a special talent that you got on your spirit quest. Then your family would find a teacher to help you develop your talent. If your talent was seal hunting, for example, your family would find an expert harpooner. He would teach you how to throw the harpoon. Then one day, after years of hard training, you would finally go on your first seal hunt.

### Why was the cedar tree important?

The cedar tree was very important to the coastal Indians—almost as important as the salmon. The Indians could make things from cedar that they couldn't make from other kinds of wood that they found in their forests.

The coastal Indians didn't have any saws. But they didn't need them, because cedarwood has a smooth grain, unlike oak or maple. By hammering wooden wedges into the tree trunks, the Indians could split off long, even strips to make boards. All their houses were made of these cedar boards.

And the houses lasted a long time because cedarwood has special oils that keep it from

rotting, even when it gets wet. That made cedarwood perfect for houses in a rainy place like the Northwest Coast, and perfect for canoes and cooking boxes as well.

Coastal Indians were great wood-carvers, and the soft cedarwood was easy to carve. They used the wood to make their wonderful masks and totem poles.

The bark of the cedar tree was special, too. When strips of inner bark were pounded with a bark beater, the bark turned into soft, long fibers that could be used for making clothing. Strips of cedar bark were used for baskets, hats, and mats to sit on. Even the long, thin roots found near the surface were pulled out and woven into strong, waterproof baskets.



15. The passage tells what life was like for the Northwest Indian girls and boys hundreds of years ago.
- Explain TWO ways the lives of the girls were different from the lives of the boys.
  - Explain TWO ways the lives of the girls were the same as the lives of the boys.

Use information from the passage to support your answer.

### Scoring Guide

Score	Description
4	Response thoroughly explains two ways the lives of Northwest Indian girls were different from boys and two ways girls' lives were the same. Response uses relevant and specific information from the passage.
3	Response generally explains two ways girls' lives were different and two ways they were the same as boys. Explanation lacks some specific and relevant information from the passage. OR Response thoroughly explains a total of three of the ways girls' lives were different/same from boys.
2	Response partially explains three ways girls' lives were different/same from boys. Explanation is simplistic using weak or limited information from the passage. OR Response adequately explains two ways girls' lives were either different and/or similar to boys.
1	Response gives a personal opinion with no support from the passage and is vague/minimal.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

#### **TWO ways the lives of the girls were different from the lives of the boys:**

- Girls learned how to take care of the home because that is what their mothers did.
- Girls prepared food – they dried and smoked fish and made fish oil, they gathered berries and shellfish.
- They learned how to weave baskets and blankets and cedar bark clothing.
- They did not do some of the things boys did: fishing, cutting down cedar trees, carving masks, bowls and cooking boxes out of wood, going on trading expeditions and war raids.
- They did not go on a spirit quest to get their special talent.

#### **TWO ways the lives of the girls were the same as the lives of the boys:**

- Both boys and girls had to learn how to be good canoeists.
- They both got many of the things they needed from the oceans and forests.
- They both lived in houses made of cedar boards.
- They lived in a place that was cut off from other Indians by high mountains.

Score Point 4

Sample 1

The girls did more housework than the boys. They usually make baskets to carry water and they can make baskets too. The boys are different from the girls because they go out fishing a lot and they go out and cut down trees. The trees they like to cut down are very special. If they get wet there is a special bark on it that protects it. Those are the differences of the girls and boys but they can be the same in some ways too. They both can ride in canoes and control them very good. They both can swim. It is very interesting to learn stuff like this.

The lives of the girls were different, because the girls have to take care of the house. And the girls had to learn how to weave blankets, and the boys had to learn how to be fishermen. And also the boys had to learn how to cut down a big cedar tree. The boy and girls had to learn how to swim and handle canoe. And also the girls and the boys had to learn how to fish.



a. The Indian girls were different than the Indian boys because girls learned to weeve baskets, sew clothes, and work around the house (cook, clean, take care of kids, ext.), but boys did boy stuff they cut wood, fished, hunted. b. Indian boys and girls are the same because they bot. learn to handle a canoe.



### Score Point 3

#### Sample 2

The two ways the lives of the girls and the lives of the boy are different because, boys were fisherman and girls were basket weavers. Another way boys and girls were different boys had to train, and girls had to cook and make fish oil. The two lives were different because, the girls had to learn how to swim, and the boys had to learn how to be fisherman like their fathers. They both had to canoe things from place to place.

Score Point 2

Sample 1

a The girls cooked and helped to make clothes for boys and fathers. The boyes helped to get the food and they did most of the harder things  
b The boyes and the girls both hade to learn how to use a canoe. For whene they both grew up they could trade with the other Indians

Score Point 2

Sample 2

the Gils, had to make blankets for there family.  
And learn how to handle a canoe, They have  
to take care of home. All boys learned  
how to fish and they learned how to  
cut down a giant cedar tree by  
Setting a littel fire on the base  
of the tree then chopping down  
the tree.

Score Point 1

Sample 1

The boys learned to be fishermen  
and the girls learned to handle a  
canoe.

Score Point 1

Sample 2

The girls have to learn how to  
handle canoes and the boys don't  
The boys have to learn to be fisher

Score Point 0

Sample 1

the girls have to work more than  
the boys. and the girls make every  
thing.

Score Point 0

Sample 2

I would like to have a nice warm blanket  
in the Northwest Indian because it's cold  
there in the Northwest Indian.

# Reading

## Session 3

*Read this story about a dog named Tornado who has a big problem. Then answer the question that follows.*

### Carey's Turtle

by Betsy Byars

As I recall it, the turtle belonged to a girl named Carey, and it was about the size of a silver dollar.

My sister, Emma Lou, was looking after the turtle, and I mean she was particular about it—gave it fresh water every day whether the turtle wanted it or not, and wouldn't let any of us so much as near it.

One nice sunny day Emma Lou changed the water as usual and put the bowl out on the porch so the turtle could get some sun.

An hour went by. When Emma Lou went out again, the turtle was gone. You never heard such carrying on.

"Who took Carey's turtle? Mama, somebody stole Carey's turtle!"

I expect you could have heard her all over the county.

My brother and I swore up and down we hadn't done it, but Emma Lou didn't believe us.

"Mama, make them tell me what they did with Carey's turtle. I know they stole Carey's turtle."

My mother had come out to referee, and was giving my brother and me a little talking—to about playing jokes on people, when I looked over and saw Tornado.

Tornado was sitting by the steps, and he had a look on his face like something was wrong.

I went over to him, and I noticed that his mouth wasn't closed all the way. I pulled up his lip and saw a turtle foot.

I closed the lip back up quick as I could, because I didn't know whether the turtle was alive or dead, but my brother had already seen it too and said, "The turtle's in Tornado's mouth. I saw its foot." He was glad to be innocent for once.

I knew right away what had happened. Tornado had come around the house, seen the nice bowl of water, leaned down for a drink, and ended up with a mouthful of turtle.

Emma Lou came over and held out her hand. "Tornado, give me Carey's turtle. And that turtle better be all right or you'll be sorry."

Tornado just sat there, looking more troubled than ever.

"Tornado, I mean it. Give me that turtle!"

Tornado didn't move.

"Tornado, if you don't give me that turtle right this minute—"

I didn't let her finish. I said in my father's voice, "Drop it!"

Tornado opened his mouth, and the turtle dropped into Emma Lou's hand. That turtle was good as new.

As soon as he dropped the turtle, Tornado went wild. He started running around the yard

and around the barn and around the house. Sitting there for an hour with a turtle in his mouth and not knowing what to do with it must have been the worst thing that could happen to a dog. The only thing to do was run it off.

Well, it was catching. I started running along with him. Tornado would run around the tree one way and I'd run the other, and when we would almost bump into each other, it

would make us run some more.

I don't know how long we kept it up, but finally we did bump into each other and just fell down on the ground.

"Good dog," I said when I got my breath back.

"Good dog?" Emma Lou said from the porch. "For lapping up Carey's turtle?"

"For keeping it safe," I reminded her.

"Oh, all right," she admitted. "Good dog."



67. What type of person is Emma Lou? Explain your answer by using FOUR details from the story as support.

### Scoring Guide

Score	Description
4	Response tells what type of person Emma Lou is. Explanation includes FOUR specific and relevant details from the story as support.
3	Response tells what type of person Emma Lou is. Explanation includes THREE specific and relevant details from the story as support.
2	Response tells what type of person Emma Lou is. Explanation includes TWO specific and relevant details from the story as support.
1	Response tells what type of person Emma Lou is. Explanation includes ONE specific and relevant detail from the story as support. OR Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response.

#### The kind of person Emma Lou is:

- She is particular/responsible; she gives the turtle fresh water every day whether the turtle wants it or not, and she wouldn't let anyone near the turtle.
- Emma Lou jumps to conclusions; she thought that one of her siblings stole the turtle.
- Emma wants her mother to solve Emma Lou's problems; right away she tells her mother that somebody stole the turtle.
- Emma thought of Tornado as a bad dog; she thought Tornado was being mean by taking the turtle.
- Emma can look at things differently; she accepts the idea that Tornado was a good dog by keeping the turtle safe.

Emma Lou is a very careful person. She  
wants everyone to be safe. She cares for someone's  
else's pet. She gives it fresh water every day. She  
didn't want anyone to be really near  
it. She is a very helpful person too. She helps  
out her friends when they can't take care of a  
pet. Emma Lou is very kind too! When a tornado  
had dropped the turtle from its mouth,  
Emma Lou went and said "good dog" instead  
of yelling at the dog. I think she didn't  
really mean to not believe her brother and  
sister. I think she just really cares for  
big animals or small animals. I think  
she is a very careful, helpful, kind person.  
She is a very nice person too!

I think Emma Lou is a very responsible girl. In the story she was taking care of her friend's turtle. She gave it fresh water every day whether the turtle wanted to or not. She wouldn't let anyone get so close to it. She was particular about it. Later in the story the turtle was gone. She blamed her brothers, but she found out the dog had it. That is why I think she is responsible.

Emm a lov is Verry careing! for pets.  
In the story even thou the turtle didnt  
need clean water she still gave it to him.  
She looked for it all over. When her dog  
wouldn't give the turtle to her she kept  
trying to get it. At the end of the  
story she says "Good dog? For lapping up  
carries turtle." Then she realizes tornado  
is a Verry good dog.

Emma Lau is a nice person. She likes to take care of pets and Emma Lau will help her friends out. Emma Lau is responsible for takeing care of Carey's turtle. Emma Lau takes care of the turtle by changing out it's water dish every day and She takes the turtle out side to let it have some sunshine.

Score Point 2

Sample 1

She does favors for friends.  
She doesn't give up like when she looks  
for turtle.  
Learns lessons like the one in the story.  
Remembers to do things, like how she  
never forgot to water it.

Score Point 2

Sample 2

Emma is nice she watched  
a turtle for her friend.  
She let the turtle get  
some sun. She watered him  
and fed him. And she got  
her friends turtle to her  
saf.

**Score Point 1**

**Sample 1**

Emmalou is nice, kind, help, and loving.  
She helped the girl by taking care of  
the turtle

**Score Point 1**

**Sample 2**

Emma is a carry person who is  
when she shod be. She is mean when she  
needs to be.



Score Point 0

Sample 1

She is like a kid that likes to  
do things by herself.

Score Point 0

Sample 2

In paragraph 4 the turtle was gone  
In paragraph one the girl had one  
sister  
In paragraph 2 her sisters name  
was Emma Lou.

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